



**TEACHERS' PRACTICES AND CHALLENGES
IN USING PREVIEW, QUESTION, READ,
SUMMARIZE, AND TEST (PQRST)
STRATEGY IN TEACHING READING
COMPREHENSION**



NAILULLINA SHOKHIA

SN. 2521043

2025



**TEACHERS' PRACTICES AND CHALLENGES
IN USING PREVIEW, QUESTION, READ,
SUMMARIZE, AND TEST (PQRST)
STRATEGY IN TEACHING READING
COMPREHENSION**



NAILULLINA SHOKHIA

SN. 2521043

2025

**TEACHERS' PRACTICES AND CHALLENGES
IN USING PREVIEW, QUESTION, READ,
SUMMARIZE, AND TEST (PQRST)
STRATEGY IN TEACHING READING
COMPREHENSION**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



By:

NAILULLINA SHOKHIA
SN. 2521043

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER
TRAINING STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**

**TEACHERS' PRACTICES AND CHALLENGES
IN USING PREVIEW, QUESTION, READ,
SUMMARIZE, AND TEST (PQRST)
STRATEGY IN TEACHING READING
COMPREHENSION**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



By:

NAILULLINA SHOKHIA
SN. 2521043

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER
TRAINING STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan, 51161
Website : fik.uingusdur.ac.id | Email : fik@uingusdur.ac.id

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya:

Nama : Nailullina Shokhia
NIM : 2521043
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“TEACHERS' PRACTICES AND CHALLENGES IN USING PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST (PQRST) STRATEGY IN TEACHING READING COMPREHENSION”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan maka saya pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 30 Juni 2025

Yang membuat pernyataan,

Nailullina Shokhia
NIM. 2521043

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Nailullina Shokhia

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Nailullina Shokhia
NIM : 2521043
Prodi : Tadris Bahasa Inggris
Judul : Teachers' Practices and Challenges in Using Preview,
Question, Read, Summarize, and Test (PQRST) Strategy in
Teaching Reading Comprehension

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 30 Juni 2025
Pembimbing


Eros Meilina Sofa, M.Pd.
NIP. 19860509 202321 2 043



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

KH. ABDURRAHMAN WAHID PEKALONGAN FAKULTAS

TARBIYAH DAN ILMU KEGURUAN

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161

Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri

KH. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Name: :: NAILULLINA SHOKHIA

NIM: :: 2520143

Title: :: TEACHERS' PRACTICES AND CHALLENGES IN USING PREVIEW,
QUESTION, READ, SUMMARIZE, AND TEST (PQRST) STRATEGY
IN TEACHING READING COMPREHENSION

Has been examined and approved by the panel of examiners on Thursday, 10th July
2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan
(S.Pd.) in English Education.

The Examiners,

Examiner I

M. A. Burhanuddin, M.A.

NIP. 19851215 201503 1 004

Examiner II

Fachri Ali, M.Pd.

NIP. 19890101 202012 1 013

Pekalongan, 14th July 2025

Assigned by

The Dean of Faculty of Education and Teacher Training



Prof. Dr. H. Muhlisin, M.Ag.

NIP. 19760706 199803 1 001

ACKNOWLEDGEMENTS

All praise be to Allah SWT, the Sustainer of the universe. May peace be upon Prophet Muhammad SAW. My thesis has become a reality and is receiving support from many individuals. Then, I would like to thank all of them sincerely.

1. First and foremost, I extend heartfelt gratitude to my beloved parents for their endless guidance, prayers, warmth, and unconditional love, beyond what I could ever ask for.
2. Second, I sincerely thank my dear sisters and brother, who have supported me when I was tired from completing this thesis. I am very grateful to have such a caring and supportive family.
3. Third, I could not have completed this thesis without the guidance of Mrs. Eros Meilina Sofa, M.Pd., as my supervisor. Thank you for your invaluable support, encouragement, and constructive feedback throughout this process. Your advice, suggestions, and corrections have taught me so much along the way.
4. Fourth, I would like to thank all friends and everyone who contributed to this research, even if I cannot mention them one by one. Your support and motivation mean so much to me.
5. Last but not least, I would like to thank myself for always trying to do my best, working hard, and never giving up until this thesis was finished. Remember, you are capable of achieving anything you set your mind to, and this thesis is just the beginning of an incredible journey ahead.

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Surely with that hardship comes more ease"

(QS. Al-Insyirah: 6)

"The capacity to learn is a gift, the ability to learn is a skill, the willingness to learn is a choice"

(Brian Patrick Herbert)



ABSTRAK

Strategi PQRST (Preview, Question, Read, Summarize, dan Test) merupakan salah satu strategi terstruktur yang digunakan untuk mengajar pemahaman membaca. Meskipun strategi ini telah terbukti efektif dalam meningkatkan pemahaman membaca siswa, penerapannya ini seringkali menghadirkan berbagai tantangan bagi guru yang perlu diteliti lebih lanjut. Penelitian ini bertujuan untuk mengeksplorasi praktik guru ketika menggunakan strategi PQRST dalam mengajar pemahaman membaca serta mengidentifikasi tantangan yang mereka hadapi selama proses tersebut. Penelitian kualitatif ini menggunakan pendekatan studi kasus, yang melibatkan dua guru Bahasa Inggris di sebuah Madrasah Tsanawiyah di Batang, Jawa Tengah. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru menerapkan strategi PQRST melalui lima langkah, yaitu: mempratinjau teks, membuat pertanyaan, membaca untuk mencari jawaban, merangkum informasi penting, dan menguji pemahaman. Namun, guru menghadapi beberapa tantangan dalam penerapannya, seperti keterbatasan waktu, perbedaan kemampuan siswa, dan masalah terkait keterlibatan siswa. Temuan ini menegaskan bahwa meskipun penerapan strategi PQRST memiliki potensi untuk mendukung pemahaman membaca siswa, efektivitasnya sangat bergantung pada manajemen waktu, dukungan yang sesuai untuk kemampuan siswa yang beragam, serta mempertahankan keterlibatan siswa selama proses berlangsung. Penelitian ini memberikan wawasan praktis bagi guru terkait penggunaan strategi membaca terstruktur di dalam kelas.

Kata kunci: Strategi PQRST, mengajar pemahaman membaca, praktik guru, tantangan

ABSTRACT

The PQRST (Preview, Question, Read, Summarize, and Test) strategy is one of the structured strategies used to teach reading comprehension. Although this strategy has proven to be effective in improving students' reading comprehension, its practical implementation often presents several challenges for teachers that require further investigation. This study aims to explore teachers' practices when using PQRST strategy in teaching reading comprehension and to identify the challenges they face during the process. This qualitative research employed a case study approach, involving two English teachers at an Islamic junior high school in Batang, Central Java. Data were collected through observations, semi-structured interviews, and documentation. The findings indicate that teachers applied PQRST strategy in five steps, such as previewing the text, generating questions, reading for answers, summarizing key information, and testing comprehension. However, teachers encountered several challenges in its implementation, including time constraints, diverse student abilities, and student engagement issues. These findings confirm that while the application of PQRST strategy has the potential to support students' reading comprehension, its effectiveness depends on time management, appropriate support for students' varying abilities, and maintaining student engagement throughout the process. This study contributes practical insights for teachers regarding the use of structured reading strategies in the classroom.

Keywords: PQRST strategy, teaching reading comprehension, teachers' practices, challenges

PREFACE

Praise and gratitude are expressed to Allah SWT for His grace and blessings, which have given me guidance, health, and patience to complete my thesis, titled **"Teachers' Practices and Challenges in Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy in Teaching Reading Comprehension."** It is submitted to fulfill one of the requirements for obtaining the Sarjana Pendidikan degree in English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. This study can be accomplished due to the support of several people. Therefore, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., the Dean of the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A., the Head of English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Eros Meilina Sofa, M.Pd., as my supervisor who has given me suggestions, guidance, and time in writing this thesis.
5. All lecturers and staff of English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan, who always provide knowledge, support, and information related to academic matters.

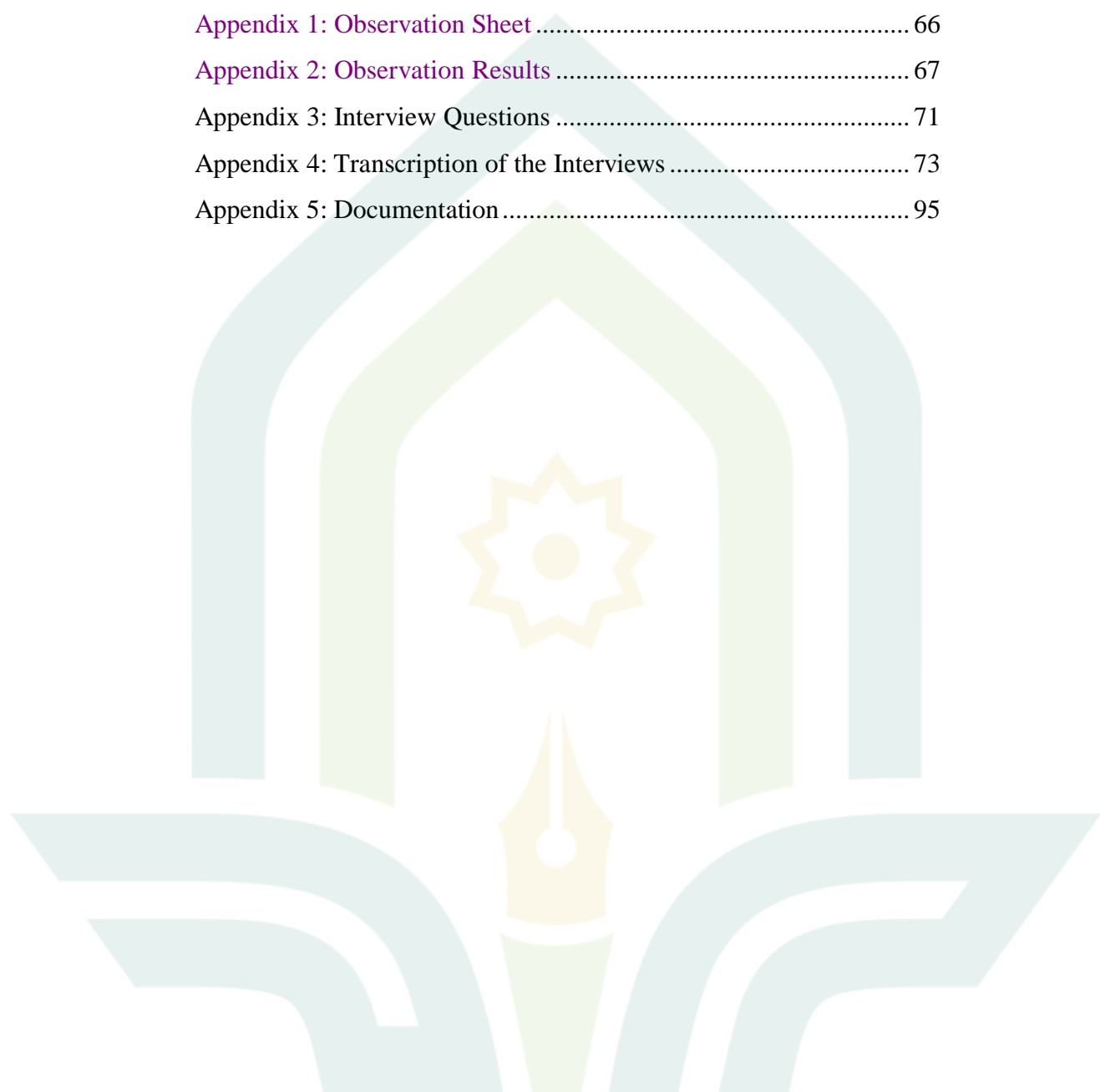
TABLE OF CONTENTS

COVER.....	i
LEMBAR PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING.....	iii
APPROVAL SHEET.....	iv
ACKNOWLEDGEMENTS	v
MOTTO.....	vi
ABSTRAK.....	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENTS	x
LIST OF APPENDICES	xii
CHAPTER I.....	1
INTRODUCTION	1
2.1 Research Background	1
2.2 Formulation of the Problem.....	4
2.3 Aims of the Study	4
2.4 Operational Definitions.....	4
2.5 Significance of the Research.....	5
CHAPTER II.....	6
LITERATURE REVIEW	6
3.1 Theoretical Framework.....	6
3.1.1 Teaching Reading.....	6
3.1.2 Reading Comprehension	8
3.1.3 PQRST Strategy	11
3.2 Previous Studies.....	18

3.3 Conceptual Framework.....	20
CHAPTER III	21
RESEARCH METHOD.....	21
4.1 Research Design.....	21
4.2 Research Context	21
4.3 Setting and Participants.....	21
4.4 Data Collection	22
4.5 Data Analysis	23
4.6 Data Trustworthiness	24
CHAPTER IV	25
FINDINGS AND DISCUSSION.....	25
5.1 Findings.....	25
5.1.1 Teachers' Practices in Using PQRST Strategy in Teaching Reading Comprehension	25
5.1.2 Teachers' Challenges in Using PQRST Strategy in Teaching Reading Comprehension	37
5.2 Discussion	43
5.2.1 Teachers' Practices in Using PQRST Strategy in Teaching Reading Comprehension	44
5.2.2 Teachers' Challenges in Using PQRST Strategy in Teaching Reading Comprehension	49
CHAPTER V	54
CONCLUSION	54
6.1 Summary of the Findings.....	54
6.2 Recommendations.....	55
REFERENCES	58
APPENDICES.....	66

LIST OF APPENDICES

Appendix 1: Observation Sheet	66
Appendix 2: Observation Results	67
Appendix 3: Interview Questions	71
Appendix 4: Transcription of the Interviews	73
Appendix 5: Documentation	95



CHAPTER I

INTRODUCTION

1.1 Research Background

Reading is the process of understanding meaning from a text (Sulistyo, 2011). Almost every school subject depends on reading, as many learning materials come from printed and digital texts. Mastering reading is essential not only for learning English but also for excelling in any subject that requires reading. Reading involves more than just seeing the text. It entails interpreting the meaning of words, sentences, symbols, and pictures (Sumirat et al., 2019). This makes reading a complex activity, as readers must comprehend everything within the text. The main goal of reading is to understand written texts (Aldiansyah, 2023). Effective reading skills allow students to absorb information and knowledge from sections, textbooks, and references written in English. Thus, reading is a fundamental skill that determines the quality of education and plays a vital role in mastering English.

Reading comprehension is a part of reading activities that refers to the ability to understand, interpret, and analyze the text (Klingner et al., 2007). The purpose is to help students fully understand the text so they can more effectively share their ideas, feelings, and opinions in group discussions during the learning process. Reading comprehension is not limited to understanding the literal meaning of words, it also involves understanding the deeper concepts and integrating new information with existing knowledge (Mene et al., 2021). Effective reading comprehension allows students to extract valuable information, understand complex ideas, and apply what they have learned in various contexts.

Teaching reading comprehension can be challenging for many teachers. Helping students accurately understand a text is often difficult due to the complexity of the material and students' varying background knowledge and cognitive abilities (Febriyanti, 2017). In practice, the teacher still struggles to engage students in reading activities and comprehend texts because they have low reading comprehension skills,

confusion about how to analyze texts, and difficulties in understanding aspects like the main idea or detailed information. Additionally, Septia et al. (2022) note that lack of interest, motivation, and ineffective learning materials often hinder students' engagement. These issues are common during reading lessons, where students might feel bored or disengaged due to less effective teaching methods or unappealing materials.

Teachers need to be creative in their approach to develop students' reading comprehension skills. The success of teaching depends on many factors, and one important factor is the use of effective teaching strategies (Novita & Sirait, 2023). To teach reading comprehension, teachers should use the right approaches, strategies, and techniques that make it easier for students to grasp the meaning of a text (Kasim & Wahyuni, 2016). It is important for teachers to choose methods that match the needs of their students and make learning more interesting. Muslaini (2017) emphasizes that teachers must consider whether the techniques or strategies they use are effective in supporting the teaching and learning process. By doing so, the teacher can create a learning environment that helps students have better reading skills and enjoy the process of learning.

One strategy that has been widely recognized for its effectiveness in reading comprehension is PQRST (Preview, Question, Read, Summarize, and Test) strategy proposed by Thomas and Robinson (1982). PQRST strategy provides a structured approach to reading by guiding students through five systematic steps, such as previewing the text, generating questions, reading for answers, summarizing key information, and testing comprehension (Wormeli, 2005). It can make the reading process more interactive and develop students' reading skills. According to Manurung et al. (2020), this strategy helps students focus on the material, prioritize their learning, and retain information more effectively. The simplicity and structure of the strategy make it easy for students to follow and apply, which can enhance their interest and reading comprehension skills (Turkington, 2003).

Research on the use of PQRST strategy in reading comprehension has been conducted by several scholars. For instance, Sinambela (2023)

analyzed the implementation of PQRST among third-grade students at SMA N 3 Kepahiang. This qualitative study found that the structured steps of the strategy boosted students' confidence, comprehension scores, and efficiency in completing tasks. Additionally, Adiba (2023) explored the use of PQRST with second-grade students at MTs Raudlatul Ulum Jember and identified its effectiveness in increasing students' focus, participation, and understanding of narrative texts. In another study, Fahas and Husaini (2022) applied PQRST in an Islamic junior high school, reporting notable progress in students' narrative text mastery and comprehension abilities. Moreover, Linda et al. (2022) examined PQRST strategy at SMP Negeri 3 Tampaksiring, with eighth-grade students showing progress in identifying main ideas, details, and word meanings, as well as greater motivation and involvement in reading activities.

Although PQRST strategy offers many benefits, its application in teaching reading comprehension faces challenges. Based on brief interviews with two English teachers at an Islamic junior high school in Batang, the researcher found that these teachers used PQRST (Preview, Question, Read, Summarize, and Test) strategy to teach reading comprehension. They knew about this strategy through the English Teacher Working Group, a forum where teachers of the same subject share knowledge, experiences, and teaching strategies and solve classroom challenges. Teachers used this strategy to help students analyze key information, gain a deeper understanding of texts, and assess their reading comprehension. However, teachers also revealed that they faced challenges in using this strategy, one of which is time constraints. Teaching each step of PQRST strategy requires a considerable amount of time, but the existing class schedule often makes it difficult to carry out the strategy thoroughly.

Based on the explanation above, it is important to explore how PQRST strategy is used to teach reading comprehension at an Islamic junior high school, with a particular focus on the practices and challenges teachers face when implementing this strategy. While previous studies have explored the benefits of PQRST strategy for students, there has been limited focus on the challenges teachers encounter during its

implementation. This gap highlights the need for further investigation into the use of PQRST strategy. Therefore, this study aims to investigate teachers' practices and challenges in using Preview, Question, Read, Summarize, and Test strategy in teaching reading comprehension.

1.2 Formulation of the Problem

The study has two research questions as follows:

1. How do the teachers practice Preview, Question, Read, Summarize, and Test (PQRST) strategy in teaching reading comprehension?
2. What are the challenges faced by teachers when using PQRST strategy in teaching reading comprehension?

1.3 Aims of the Study

Based on the problem formulation above, this study aims to:

1. To investigate how teachers practice Preview, Question, Read, Summarize, and Test (PQRST) strategy in teaching reading comprehension.
2. To identify the challenges that teachers perceived when using PQRST strategy in teaching reading comprehension.

1.4 Operational Definitions

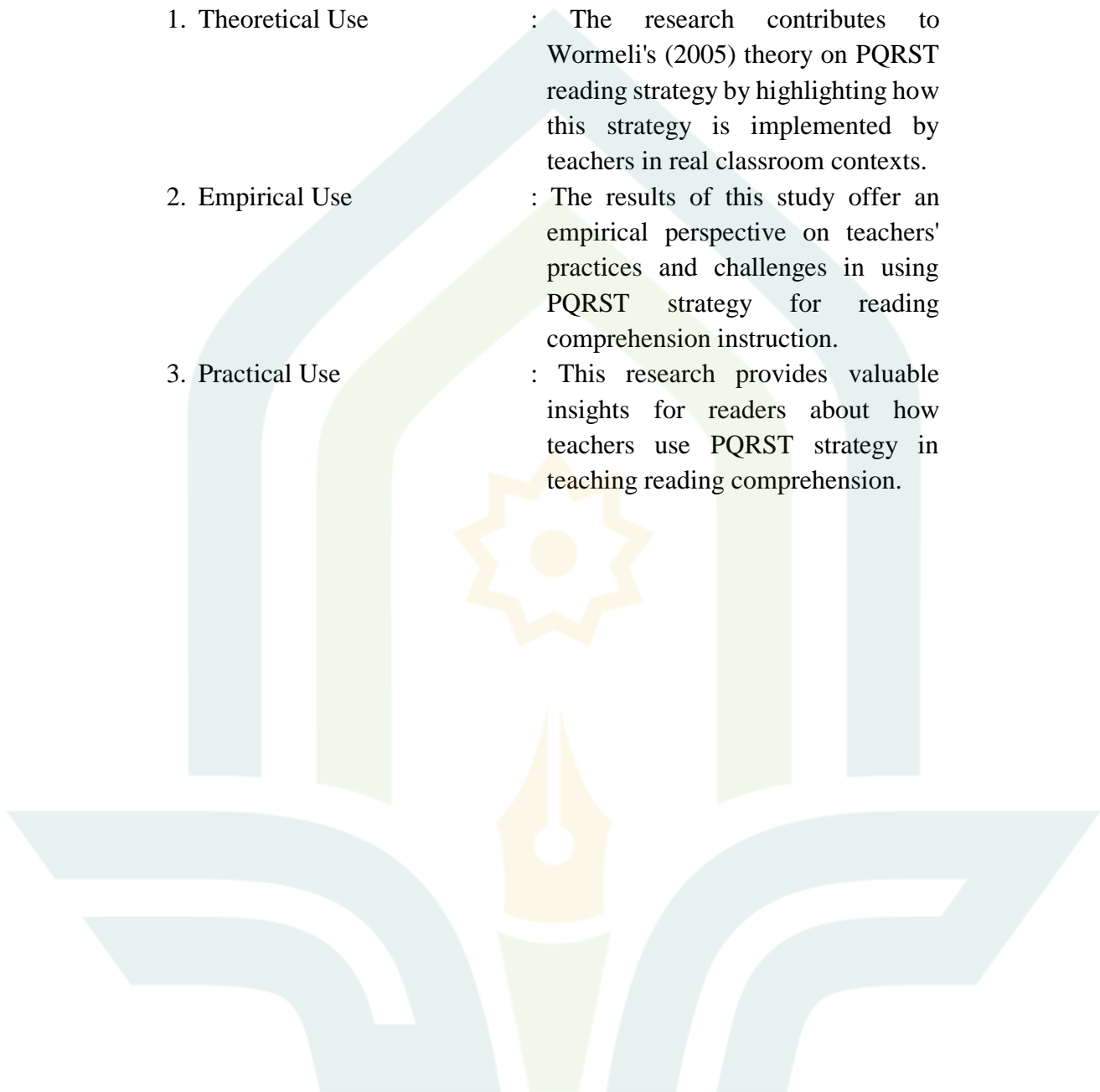
To avoid misunderstandings and clarify the key terms used in this research, the following definitions are provided:

1. Teaching Reading : An interactive process in which the teacher guides students on how to read and grasp the content of text (Dean, 2013).
2. Reading Comprehension : The ability to construct meaning from a text, understand it clearly, and identify detailed information (Clarke et al., 2014).
3. PQRST Strategy : A systemic reading strategy that consists of Preview, Question, Read, Summarize, and Test, which contribute to developing students' reading comprehension and memory retention (Thomas and Robinson, 1982).

1.5 Significance of the Research

There are three significances of the research as follows:

1. Theoretical Use : The research contributes to Wormeli's (2005) theory on PQRSST reading strategy by highlighting how this strategy is implemented by teachers in real classroom contexts.
2. Empirical Use : The results of this study offer an empirical perspective on teachers' practices and challenges in using PQRSST strategy for reading comprehension instruction.
3. Practical Use : This research provides valuable insights for readers about how teachers use PQRSST strategy in teaching reading comprehension.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study explores teachers' practices and challenges in using PQRST (Preview, Question, Read, Summarize, Test) strategy in teaching reading comprehension at an Islamic junior high school in Batang. The findings reveal that in terms of implementation, teachers follow the five steps of PQRST strategy, such as previewing the text (guide students to examine the title and picture to build an initial understanding of the text), generating questions (encourage students to formulate questions using the 5W+1H format to arouse curiosity and set a purpose for reading), reading for answers (instruct students to read the text and find answers to the questions previously generated, with support from teachers through translation and the use of dictionaries to understand unfamiliar words), summarizing key information (ask students to summarize the text in their own words to reinforce comprehension), and testing comprehension (assess students' understanding through worksheets containing several questions related to the text). This practice reveal that PQRST strategy can be effectively applied in the classroom when teachers understand and guide each step properly, as it helps students to comprehend texts more deeply.

However, teachers also encounter several challenges in applying PQRST strategy. The most significant challenge is time constraints. Class time is often insufficient to carry out all five steps thoroughly, which requires teachers to adjust or simplify certain steps. Another challenge lies in the diverse student abilities, particularly related to limited vocabulary knowledge in reading and struggles with the process of summarizing the text. This prompts teachers to provide additional support. Lastly, student engagement issues emerge during certain steps, such as reading and summarizing, where some students are less active and reluctant to participate. These findings indicate that the success of PQRST strategy depends on teachers' ability to manage time effectively, provide appropriate support for students' varying abilities, and apply

strategies to maintain student engagement throughout the process. Teachers can create a more inclusive and engaging learning environment that maximizes the potential benefits of PQRST strategy in fostering students' reading comprehension.

5.2 Recommendations

Based on the findings of this study, several recommendations are proposed to support the more effective implementation of PQRST strategy in teaching reading comprehension and to provide valuable guidance for further research.

For teachers, it is important to manage classroom time effectively by selecting appropriate reading texts and allocating sufficient time for each step of PQRST strategy. This ensures that all stages can be completed without being rushed. Teachers are also encouraged to adapt this strategy to students' needs by providing scaffolding, such as giving clear instructions, providing examples, offering vocabulary support, and facilitating pair or group collaboration. Additionally, using engaging materials and interactive classroom resources can help boost students' motivation and encourage active participation during reading activities.

For future researchers, it is recommended to involve both male and female teachers as participants from various schools to obtain more balanced and comprehensive insights into the implementation of PQRST reading strategy. Further studies may also explore students' perspectives and experiences when using this strategy to better understand their motivation, engagement, and learning outcomes. Moreover, comparative research between PQRST strategy and other reading strategies is suggested to identify which strategy is more effective in specific classroom contexts.

REFERENCES

- Adiba, A. N. (2023). The Implementation of Teaching Reading Comprehension Through Preview, Question, Read, Summary, Test (PQRST) Strategy at the Second Grade of MTs Raudlatul Ulum Jember 2023/2024 Academic Year. *Undergraduate Thesis*. Universitas Islam Negeri K.H. Achmad Shiddiq Jember.
- Alderson, J. C. (2000). *Assessing Reading*. New York: Cambridge University Press.
- Aldiansyah, F., Hasibuan, N., Simbolon, S. R., & Dara, E. S. (2023). Student's Ability in Reading Comprehension. *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan*, 2(1), 19–24. <https://doi.org/10.58192/sidu.v2i1.496>
- Anah, R. (2022). The Effectiveness of PQRST (Preview, Question, Reading, Summarize, And Test) Strategy in Online English Learning to Improve Student Reading Comprehension at MAN Pinrang. *Undergraduate Thesis*. IAIN Parepare.
- Anggraini, W. P., Usman, S., & Arid, M. (2022). A Study of Previewing and Predicting Strategy in Teaching Reading Comprehension at SMP Negeri 14 Sigi. *E-Journal of ELTS (English Language Teaching Society)*, 10(1), 66-75. <https://doi.org/10.22487/elts.v10i1.2229>
- Apriliani, D. M. D., Pramerta, I. G. P. A., & Sawitri, N. L. P. D. (2021). Role of Vocabulary Mastery in Students' Reading Comprehension. *Santiaji Pendidikan*, 11(3), 225–230.
- Ariansyah, M., & Fitrawati. (2013). Annotation Strategy for Teaching Reading Comprehension of Exposition Texts. *Journal of English Language Teaching*, 1(2), 181-195.
- Astuti, M. T., & Girsang, M. L. (2022). The Effect of Reading Purpose

on Reading Comprehension of Grade XII Students of Madrasah Alyah Diniah Putri Riau. *Jurnal Mutiara Pendidikan*, 7(1), 26-32. <https://doi.org/10.51544/mutiara%20pendidik.v7i1.2935>

Banzon, C. J., & Elan, H. J. (2025). Teaching Reading in a Time Constrained Environment: Challenges and Strategies for Effective Instruction. *Psychology and Education: A Multidisciplinary Journal*, 38(4), 378–392. <https://doi.org/10.70838/pemj.380406>

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Addison Wesley Longman.

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). New York: Pearson Longman.

Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2014). *Developing Reading Comprehension*. Sussex: John Wiley & Sons.

Creswell, J. W. (2016). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). California: Sage Publication.

Dean, G. (2013). *Teaching Reading in the Secondary Schools* (2nd ed.). London: David Fulton Publisher.

Domersi, A. (2021). The Influence of Summarizing Strategy Towards Students' Reading Comprehension in Descriptive Text at the First Semester of the Grade Eighth of SMP Wiratama Mandala Ulubelu in Academic Year of 2020/2021. *Undergraduate Thesis*. Universitas Islam Negeri Raden Intan Lampung.

- Dongoran, A. S., Satria, B., Nainggolan, E. E., & Candra, M. (2025). PQRST (Preview, Question, Read, Summarize, Test) Technique to Enhance Students' Reading Comprehension on Narrative Text at SMP Negeri 1 Bintan Timur. *JULIET: Journal of English Language and Literature*, 6(1), 55-64. <https://doi.org/10.31629/t8f4f190>
- Ermetova, J., & Matkarimova, M. (2024). Preferancy of Using a Dictionary at Reading Comprehension Classes. *Journal of Academic Research and Trends in Educational Sciences*. 434-437. <https://ijournal.uz/index.php/jartes/article/view/1379>
- Fahas, R., & Husaini, R. (2022). Improving Reading Skill of Students in Eighth Grade Through Preview, Read, State and Test Method. *Journal of English Teaching and Linguistics*, 3(2), 60-67. <https://doi.org/10.55616/jetli.v3i2.145>
- Febriyanti, P. (2017). The Correlation Between Reading Comprehension and Students' Ability in Answering Cloze Test of the Seventh Grade Students at SMP N 1 Kalipuro Banyuwangi in The 2014/2015 Academic Year. *Language an Art Journal*, 1(2), 35-47. <https://doi.org/10.36526/ln.v1i02.463>
- Grellet, F. (1999). *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Gruhn, S., Segers, E., & Verhoeven, L. (2020). Moderating Role of Reading Comprehension in Children's Word Learning with Context versus Pictures. *Journal of Computer Assisted Learning*, 36(1), 29-45. <https://doi.org/10.1111/jcal.12387>
- Gurning, B., & Siregar, A. (2017). The Effect of Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension. *English Language Teaching*, 10(11), 191-198.
- Hasibuan, J. R. (2015). Planning for Reading: Activities for Before, During and After Reading. *Jurnal Bahas Unimed*, 26(1), 62-70.

- Huang, H. T. D. (2009). Previewing and EFL Reading Comprehension. *Journal of Asia TEFL*, 6(1), 57–58.
- Huda, F. & Huda, M. A. (2022). Teaching reading using the PQRST method with PowerPoint media. *Journal of Development Research*. 6(1), 84-92.
- Husna, F., Rozal, E., & Andriani, R. (2021). Teachers' Challenges in Teaching English at seventh grade Students of Junior High School 18 Jambi. *Journal of Research in English Language Teaching (JR-ELT)*, 5(1), 28-36.<http://e-journal.ftk.uinjambi.ac.id>
- Ihsan, M. (2022). Preview, Question, Read, Summarize, Test (PQRST) Method for Students' Reading Comprehension. *Undergraduate Thesis*. UIN Antasari Banjarmasin.
- Izzah, U. (2024). Task-Based Intensive Reading through PQRST Strategy for Secondary School Students' Reading Comprehension Development. *Undergraduate thesis*. UIN Khas Jember.
- Kasim, U., & Wahyuni, S. (2016). Implementation of the Semantic Mapping Strategy for Teaching Reading Comprehension. *English Education Journal*, 7(1), 46–60.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Latifa, N., & Manan, A. (2018). Teaching Narrative Text by Using Preview, Question, Read, State, and Test (PQRST) Technique. *English Education Journal (EEJ)*, 9(2), 243–260.
- Linda, N. P. E. A., Wardana, I. K., & Sawitri, N. L. P. D. (2022). Exploring EFL Learners' Reading Comprehension Through PQRST. *Journal on Studies in English Language Teaching*, 3(1),

- Look, S. M. (2011). *Question Generation*. Hawaii: Pacific Resources for Education and Learning.
- Manurung, L. C., Pardede, H., & Hutahae, D. T. (2020). The Effect of Preview, Questions, Read, Summarize, Test (PQRST) Method on Students' Reading Comprehension in Narrative Text at Grade Tenth of SMA Negeri 4 Pematangsiantar. *Journal of English Teaching as a Foreign Language*. 6(1), 51-68.
- Mene, N., Ali, S. U., & Syawal, A. M. (2021). Exploring Teachers' Strategies in Teaching Reading Comprehension at MAN 1 Halut. *Cakrawala Bahasa Jurnal Ilmiah Prodi Pendidikan Bahasa Inggris*, 10(2), 77-84.
- Moleong, L. J. (2007). *Qualitative Research Methodology*. Bandung: PT Remaja Rosdakarya.
- Muslaini. (2017). Strategies for Teaching Reading Comprehension. *English Educational Jurnal*, 8(1), 66-77.
- Novita, S., & Sirait, D. (2023). Teacher Strategies In Teaching Reading Comprehension of Eight Grade Students at SMP Perguruan Sumatera Utara Tanjung Morawa. *Jurnal Pendidikan Tambusai*, 7(3), 26839-26843. <https://doi.org/10.31004/jptam.v7i3.10938>
- Nuraini. (2020). Summarizing Technique Applied by Students at the Second Grade of SMAN 3 Langsa. *Journal of Academia in English Education*, 1(2), 40-55. <https://doi.org/10.32505/jades.v1i2.3030>
- Nurhandini, R. (2020). The Effectiveness of Using Google Classroom in Teaching Reading for the Seventh Grade Students of Junior High School. *Undergraduate Thesis*. IAIN Kediri.
- Nuttall, C. (1982). *Teaching Reading Skills in a Foreign Language*.

London: Heinemann Educational.

- Pertiwi, D. P. (2021) The Effectiveness of Preview, Questioning, Read, Summarize, Test (PQRST) Strategy to Improve Reading Comprehension at SMPN 1 Siman Ponorogo. *Undergraduate Thesis*. IAIN Ponorogo.
- Putra, H. E., & Suzanne, N. (2022). Students' Strategies in Improving Their Reading Comprehension. *TA'DIB Journal*, 25(1), 27-32. <https://api.semanticscholar.org/CorpusID:249320880>
- Rahmadina, Y., Sutiono, C., & Elyani, E. P. (2023). Students' Motivation Factors in Reading English Texts at ELESP Batch 2021. *Jurnal BASIS UPB*, 10(2). <https://doi.org/10.33884/basisupb.v10i2.8136>
- Roma, K., & Barella, Y. (2022). The Use of Teaching Reading Comprehension Through Question Generation Strategy. *Jurnal Visi Ilmu Pendidikan*, 14(2), 199-206. <https://doi.org/10.26418/jvip.v14i2.52982>
- Septia, N. W., Indrawati, I., Juriana, J., & Rudini, R. (2022). An Analysis of Students' Difficulties in Reading Comprehension. *English Education Journal*, 2(1), 11-22. <https://doi.org/10.32923/eedj.v2i1.2519>
- Siahaan, D. G., & Pangaribuan, M. (2022). The Effect of Using Skimming and Scanning on the Students' Ability in Reading Comprehension At Grade X in SMA Kampus Nommensen Pematangsiantar. *Edulanguage: English Education Journal*, 8(1), 28-36.
- Sinambela, O., Gusmuliana, P., & Apriani, E. (2023). An Analysis of Preview, Question, Read, Summary, and Test (PQRST) Strategy in Teaching Reading Comprehension (Descriptive Qualitative Research at the Third Grade of Senior High School 3 Kepahiang). *Undergraduate Thesis*. Institut Agama Islam Negeri Curup.

- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulistyo, G.H. (2011). *Reading for Meaning*. Malang: Pustaka Kaiswaran.
- Suganda, L. A. (2016). Teaching Reading for Young Learners in EFL Context. *JELE: Journal of English Literacy Education*, 3(1), 80–88.
- Sumirat, R., Padilah, C. F. R., & Haryudin, A. (2019). The Use of Predictions Strategy in Improving Students' Reading Comprehension. *Profesional Journal of English Education*, 2(4), 521–525. <https://doi.org/10.22460/project.v2i4.p521-525>
- Syam, S. P. (2023). The Effect of PQRSST Strategy on Students' Reading Comprehension with Analytical Exposition Text. *Undergraduate Thesis*. Universitas Muhammadiyah Makassar.
- Tegmark, M., Alatalo, T., Vinterek, M., & Winberg, M. (2022). What Motivates Students to Read at School? Student Views on Reading Practices in Middle and Lower- Secondary School. *Journal of Research in Reading*, 45(1), 100–118.
- Thohir, L., Nawawi, N., Amin, M. C., & Putera, L. J. (2020). The Effectiveness of Question Generation Strategy on Improving the Undergraduate Students' Reading Ability. *Proceedings of the 1st Annual Conference on Education and Social Sciences*, 73-76. <https://doi.org/10.2991/assehr.k.200827.020>
- Thomas, E. L., & Robinson, H. A. (1982). *Improving Reading in Every Class* (4th ed.). Boston: Allyn & Bacon Press.
- Turkington, C. A. (2003). *Memory: A Self Teaching Guide*. New Jersey: John Wiley & Sons, Inc.
- Vidhiasi, D. M. (2022). The Implementation of Reading Assessment

Method. *International Journal of English and Applied Linguistics*, 2(1), 54–61. <https://doi.org/10.47709/ijeal.v2i1.1426>

Watkins, P. (2017). *Teaching and Developing Reading Skills*. Cambridge: Cambridge University Press.

Westwood, P. (2001). *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Camberwell: The Australian Council for Educational Research.

Wormeli, R. (2005). *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria: Association for Supervision and Curriculum Development.

Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th ed.). California: Sage Publication.

Yuricki, E. (2025). Role of PQRS in Developing Reading Skill. *JETA (Journal of English Teaching and Applied Linguistic)*, 5(2), 91–117. <https://doi.org/10.52217/jeta.v5i2.1747>

Zhang, L. J., & Anual, S. B. (2008). The Role of Vocabulary in Reading Comprehension: The Case of Secondary School Students Learning English in Singapore. *RELC Journal*, 39(1), 51-76.